

Route to *EEA*



◀ Citizen Interest in Education

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE



by Oveta Culp Hobby*
Secretary of Health, Education, and Welfare

BROTHERHOOD doesn't come in a package. It is not a commodity to be taken down from the shelf with one hand—it is an accomplishment of soul-searching, prayer, and perseverance.

Brotherhood takes self-aware practice.

The rule of thumb is a simple one: Regard each man and woman as an individual. Not as a Catholic, a Protestant or a Jew. Not as a Negro, Anglo-Saxon, or Asiatic.

Look at the person—at the character and personality of this human being. Like or dislike that person for his own intrinsic qualities, and refuse to tinge that judgment by the irrelevant fact that he belongs to a different race or religion from your own.

The spontaneous feeling of brotherhood is a mark of human maturity. Many illiterate people have an instinctive recognition of brotherhood which is a thing of the spirit. The American Indians, when they found a white man worthy, could take him into the tribe as a blood brother. The child, left free to appreciate kindness and generosity, sets no artificial boundaries on his love for people.

Others—more highly educated, more aware of self—find the concept of brotherhood as an intellectual process.

Unfortunate are those who, in their limitations, can never sense the brotherhood of man.

Brotherhood realized is the ultimate objective of democracy—a free, just, and harmonious civilization.

*Excerpt from a statement prepared for Brotherhood Week.

Official Journal of



the Office of Education

An American Education Week exhibit in St. Paul, Minn. Cover photograph courtesy Novak Studio, Minneapolis, and the National Education Association planning committee for American Education Week, November 6-12, 1955.

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE	
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THE OFFICE OF EDUCATION was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

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From the President's State of the Union Messages

1955

"Today, we face grave educational problems. Up-to-date analyses of these problems and their solutions are being carried forward through the individual state conferences and the White House conferences to be completed this year.

"However, such factors as population growth, additional responsibilities of schools, and increased and longer school attendance have produced an unprecedented classroom shortage. This shortage is of immediate concern to all of our people. Affirmative action must be taken now.

"Without impairing in any way the responsibilities of our States, our localities, communities, or families, the Federal Government should serve as an effective agent in dealing with this problem. I shall forward a special message to the Congress on February 15* presenting a program dealing with this shortage."

1954

"Youth—our greatest resource—is being seriously neglected in a vital respect. The Nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population.

"The preparation of teachers as, indeed, the control and direction of public education policy, is a state and local responsibility. However, the Federal Government should stand ready to assist States which demonstrably cannot provide sufficient school buildings.

"In order to appraise the needs, I hope that this year a conference on education will be held in each State, culminating in a national conference. From these conferences on education, every level of government—from the Federal Government to each local school board—should gain the information with which to attack this serious problem."

*The President forwarded his message to the Congress on February 8 instead.

State Conferences on Education— A Progress Report

by Clint Pace, Director, White House Conference on Education

MORE than ninety percent of the 53 States and Territories scheduled to participate in the White House Conference on Education have taken some definite action in planning local conferences on educational problems.

The 49 States and Territories which have taken action are:

Alaska, Hawaii, the Virgin Islands, and the District of Columbia (under Public Law 530 the term "State" includes the District of Columbia, Alaska, Hawaii, Puerto Rico, and the Virgin Islands), Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

The 83rd Congress authorized the White House Conference on Education in response to President Eisenhower's appeal in his State-of-the-Union Message January 7, 1954. The President expressed his concern over mounting educational problems. He said he hoped the States would hold conferences on these problems which would culminate in a White House Conference on Education.

Congress appropriated \$900,000 to carry out the program. Of this sum, \$700,000 has been allocated to the States to help defray the costs of their conferences. The minimum allotment to a State is \$5,000. Allocations are made on a population basis.

President Eisenhower appointed a 32-member Committee for the White House Conference on Education under the Chairmanship of Neil H. McElroy, President of Procter and Gamble Company, Cincinnati, Ohio.

The Presidential Committee is made up of representatives from many segments of American life. Public Law 530 stipulates the WHCE shall be "broadly representative of educators and other interested citizens from all parts of the Nation . . . to consider and report to the President on significant and pressing problems in the field of education."

The Committee is responsible for conducting the National Conference set for Nov. 28-Dec. 1, 1955. It also will assist the States when requested in planning and holding State conferences on education, and will prepare the report to the President.

Four States and Territories in which no official action has been reported are Arizona, Georgia, Utah, and Puerto Rico.

Six States held conferences in 1954. They are Connecticut (Nov. 30-Dec. 1), Washington (Nov. 22-23), Wyoming (Nov. 19-20), Nebraska (Nov. 22), Iowa (Dec. 9-10), and Kansas (Dec. 9). Four States, Connecticut, Wyoming, Nebraska, and Kansas, are planning followup activities.

Thirty-four States and Territories already have applied to the U. S. Commissioner of Education, Department of Health, Education, and Welfare, for financial assistance pursuant to Public Law 530.

They are: Arkansas, California, Colorado, Connecticut, Delaware, Florida, Idaho, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nevada, Nebraska, New Hampshire, New Jersey, New Mexico, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Vermont, Washington, West Virginia, Wisconsin, Wyoming, Alaska, Hawaii, and the Virgin Islands.

Reports of developments in other States show that 38 States have appointed conference chairmen and 22 States have set conference dates.

The White House Conference on Education has been notified of the appointments

of the following State conference chairmen:

Arkansas

ARCHIE W. FORD, *State Commissioner of Education*

California

TOM BRIGHT, *Secretary of Planning Committee*

Colorado

FRANCIS M. DAY, *President, Colorado Citizens Council for the Public Schools*

Connecticut

ROBERT W. HOSKINS, *Chairman, President, Connecticut Council on Education; William H. Flaherty, Cochairman, Deputy State Commissioner of Education*

Delaware

GEORGE R. MILLER, JR., *State Superintendent of Public Instruction*

Florida

THOMAS D. BAILEY, *State Superintendent of Public Instruction*

Illinois

B. L. DODDS, *Vice-chairman, Dean, College of Education, University of Illinois; Vernon L. Nickell, Co-vice-chairman, State Superintendent of Public Instruction*

Indiana

DR. RUSSELL J. HUMBERT, *President, DePauw University*

Iowa

ARTHUR CARPENTER, *Assistant State Superintendent of Public Instruction*

Kansas

MRS. NELL RENN, *President, American Association of University Women, Arkansas City*

Louisiana

SHELBY M. JACKSON, *State Superintendent of Public Education*

Maine

HERBERT G. ESPY, *State Commissioner of Education*

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Planning for 1955 Polio Vaccine Program

by Simon A. McNeely, Specialist in Health, Physical Education, and Athletics,
Office of Education, U. S. Department of Health, Education, and Welfare

STAND BY FOR ACTION! The nation anxiously awaits results of the 1954 poliomyelitis vaccine field trials. *If evaluation justifies licensure of the vaccine, we must be ready to apply this new-found knowledge promptly in order to protect many children against possible suffering, crippling, and death during the oncoming polio season.* Consequently, plans are being made and vaccine is being produced NOW to enable prompt and effective action on the word, "Go!"

School administrators, teachers, and parents are being asked to cooperate in planning for and, possibly, once again, in carrying out a tremendous and significant polio vaccine program. The program calls for immunization this spring of all first and second grade children in public, private and parochial schools as well as some of last year's "polio pioneers"—children who were among the group studied in 1954 but not vaccinated.

Here are a few answers to some obvious questions.

When will we know?

The evaluative study is now being conducted at the University of Michigan under the direction of Dr. Thomas Francis, Jr. The first report is expected to be issued not earlier than April 1, 1955. It may be delayed due to the tremendous complexity and extensiveness of the project.

What do you mean by licensure?

The Laboratory of Biologics Control of the National Institutes of Health, United States Public Health Service, has control of biological products including licensing. This control and licensing are for the purpose of insuring safety, purity, and potency. Following Dr. Francis' report, the National Institutes of Health will determine whether the vaccine meets these criteria. The vaccine will be used only if it is licensed.

Answers to the questions in this article are based upon recommendations of health and educational leaders at two recent meetings. One of these meetings, held January 10, 1955, in New York City, brought together representatives of the American Medical Association, American Academy of Pediatrics, National Association of State and Territorial Health Officers, U. S. Department of Health, Education, and Welfare (Public Health Service, Office of Education, Children's Bureau), and the National Foundation for Infantile Paralysis. The other meeting held January 21, 1955, in Washington, D. C., was attended by representatives of the U. S. Office of Education, American Association of School Administrators, Catholic Education Association, and National Foundation for Infantile Paralysis.

Why were first and second graders and "polio pioneers" chosen?

The National Foundation for Infantile Paralysis contracted for 27 million c. c. of vaccine last year. How can this amount best be used? There is a high incidence of paralytic polio within this age group of first and second graders. These children can be reached through the schools. An additional number of children took part in the study last spring as "controls." They did not receive the vaccine. These children contributed as much to the study as those who were vaccinated and, therefore, deserve to be included in this year's program. The amount of vaccine to be made available for this purpose is just sufficient to meet the needs of these children, who number about 9,000,000.

The selection of these children was made by representatives of the medical profession, State health officers, and officials of the National Foundation for Infantile Paralysis.

Will there be any vaccine for other children or adults?

The pharmaceutical manufacturers are producing an additional amount of vaccine equal to or greater than that ordered by the National Foundation for Infantile Paralysis. This vaccine will be available commercially for use by private physicians for their patients.

How will the supply of "March of Dimes" vaccine be made available?

The National Foundation for Infantile Paralysis will supply the vaccine to the State health officer in an amount sufficient to vaccinate the first and second graders and the "polio pioneers" in his State. A similar amount will be supplied to the territorial health officers of Alaska and Hawaii.

The plan of administration of the vaccine within each State or Territory will be worked out by the respective State or territorial health officer in cooperation with the State or territorial medical society and State or territorial education officials.

Will there be sufficient time for this action before school closes?

There will be precious little time between announcement of results of the evaluation and the closing of school in most parts of the country. Vaccine for use in 1955 will be administered on the same dosage schedule as was followed in the 1954 field trial, namely, in three doses given over a period of 5 weeks.

As a consequence, complete planning in advance and smooth functioning of the program seem imperative. More than likely States will need several alternative plans based upon time schedules that anticipate results of the evaluation being announced at

(Continued on page 78)

PART I A second installment will deal with the ways schools are meeting the academic needs of children in grades 7 and 8.

Educating Children in Grades Seven and Eight

by Gertrude M. Lewis, Specialist for Upper Grades, Office of Education,
U. S. Department of Health, Education, and Welfare

WHAT is good education for children in grades 7 and 8? Should their work be taught by specialists in every field? Are these children grown-up enough to look after themselves? Do they resent adult interference in what they want to do? What kind of sports and games should they play? Should their academic skills be well-mastered before they come to seventh grade? How can you help children who do not read well in these grades?

Questions such as these are constantly raised by teachers and school administrators, most of them interested in really doing a good job of helping children to mature into responsible, contributing citizens.

The Elementary Section of the Office of Education has reported* a study in which research was summarized, schools were visited and teachers, administrators, parents, and children were interviewed to determine what seems to comprise good education for children in these grades.

The characteristic among these children which is most apparent even to the casual observer, it was found, is *variety* or *heterogeneity*. This is due to the fact that most children reach puberty during these years (grades 7-8-9), and that changes during this period are rapid and often spectacular. Grade 7, for instance, invariably has within it many children who are preadolescent, who look and act like "older children." In the same group are some (about one-third more girls than boys) who are entering adolescence, and reflecting this state both in physical appearance and in behavior.

Interests of preadolescents are shown to center in "gang" life: desire to be with the gang, to do what they wish to do, to think and feel as the gang does. Boys often withdraw into groups and talk "boy-talk"; girls whisper together and learn to value with the

gang. Domination by adults and older brothers and sisters is resisted. Heroes in the sports and scientific worlds and in community life are admired. Rugged activity is liked, especially among boys: outdoor activities such as hiking, climbing, and camping; romping and wrestling; active games and stunts which test their strength.

Boys and girls who are entering adolescence, on the other hand, customarily show much more insecurity than do the preadolescents. They are apt to become more absorbed in trying to understand themselves, their changing bodies, unreliable feelings, and vacillating interests. Growth, it is observed, is irregular and body imbalance often results. For a time, interest in activity may wane; fatigue may be unpredictable both in work and play.

Girls, usually more mature at these ages than boys, often seek the company of girls of their own maturity and adopt fads and behaviors which serve to identify them with their friends. Gangs give way to crowds. Boisterousness and show-off-ishness seem to be ways by which they communicate with each other.

Schools which deal constructively with these children find it necessary to take into consideration the great variety among them. On the surface, the implications of these physiological differences may not be apparent. They are, however, highly significant, as any parents of a preadolescent and a child-becoming-adolescent can testify. Both must be approached from their own characteristics and interests; each must be led to accept (or at least to tolerate if not to enjoy) the interests and activities of the other. In large groups (as in school) they must be guided to live in harmony among themselves and with adult leaders while at the same time they are helped to grow in ways which satisfy them, the school, and the society they live in.

To meet physical needs of children, many schools, with the cooperation of the com-

munity, take steps to provide for children a safe and healthful environment in every respect; health examinations to detect handicaps or indications of disease; programs of physical education for all children adapted to the characteristics of these age levels; hot nutritious lunches; and experiences to encourage good health habits and a functional backlog of information and understanding about the maintenance of personal and public health. These elements of a good physical health program, it was felt, can in most instances, be made adequate for children if the school and community leadership work hard to coordinate their ideas and resources.

With mental health needs, they felt this is not always the case. Good mental health, school leaders recognize, is closely related to the personal-social lives of individuals; to having friends; being well accepted by your family, friends, and others upon whom you are dependent; feeling competent that you can make the contribution they expect you to make. Undesirable attitudes and behaviors can usually be traced to difficulty in some of these basic areas. Schools in the study have attempted to provide for the good personal-social development of seventh and eighth graders in various ways:

- by creating a friendly environment which encourages warm human relations and co-operative planning among children, staff, and parents;
- by providing guidance for children which emphasizes the needs of individuals;
- by a program of informal and formal social activities.

A Friendly Environment.—Many schools in this study radiated the sort of warmth and friendliness in which human personality flourishes. Mutual respect and good faith were usually evident in the relationships among the staff members, administrators, and children. Ideas set forth were greeted with consideration, and constructive staff-pupil planning was in process.

*Lewis, Gertrude M. *Educating Children in Grades Seven and Eight*. Washington, D. C., U. S. Department of Health, Education, and Welfare, Office of Education Bulletin 1954, No. 10, 99 pp., 35¢.

Guidance.—In most small schools, and in classes or schools in which children are with one teacher all or most of the day, major responsibility for guidance is placed upon the teacher. It is his task to understand all children, to detect their needs, to consult with them about their progress, problems, and concerns, to consult with parents, and to secure any services needed. Teaching, testing, analyzing, diagnosing, and recording are parts of the teachers' tasks. That some teachers attempt admirably to perform these tasks well is borne out by the tributes of parents and children; that many not only do what is expected but serve "beyond the call of duty" was illustrated over and over by reports of the trouble teachers had taken to make a child acceptable to himself, to his family, or to his potential friends. Principals and supervisors helped willingly; sometimes psychologists and clinics also provided services.

In larger schools, the responsibility for guidance is often shared by homeroom teachers, guidance specialists, and teachers who are selected for ability to understand children. Sometimes a specialist in guidance devotes full time to analyzing needs, and counselling with children and parents.

In some large departmentalized schools, administrators expressed concern because children were not receiving the continuous, consistent guidance they thought was needed during these years. Some have changed the organization of the schools to keep children with one teacher for two, three, four, or five periods a day and to make the structure of the school gradually transitional from elementary to high school. Some have modified the curriculum to emphasize sub-

ject matter related to the concerns and interests of children of these ages, thus enabling teachers to do a great deal of group guidance. Some seek to improve guidance by devices which improve the staff's understanding of children: by child-study methods, utilizing every means at hand to pool information and insights about a child in question.

Social Activities.—In small schools and in other schools where children are with one teacher all or most of the time, most social activities are planned cooperatively as part of the regular work and to meet the needs of children. In large schools, and where children report to several teachers, planning often becomes difficult and is sometimes allocated to small committees.

Among the schools in this study, a wide variety of social activities appeared. Parties and dances were numerous, usually child-planned, and aimed at engaging all the children. Clubs were popular, one school using them to serve the function of electives. Approximately 9 or 10 clubs met daily, and a new club was formed when a teacher could prepare to guide it. Student Council activities were considered commendable to help children develop responsibility for the school as an institution to serve them and the community. Assembly programs were also pointed out as ways of unifying schools and of providing outlets for initiative and creativeness of students.

Special Help Needed.—Though administrators and teachers utilize all the human wisdom and technical training they have, school leaders feel that it is not always possible to identify those children in need of

special help, and to identify what the needs are. Especially is this true where classes are large and where the energy of teachers is already taxed to meet the daily demands. The real problems in helping disturbed children are believed to be not only to find ways to increase teacher-skills in identification of children needing special help, but to make that help available when it is needed and for as long as it is needed.

High School Student Activities

The National Association of Secondary-School Principals (NASSP) has approved 48 contests and 12 national activities for high school students in 1954-55. The list was prepared by the NASSP National Contests and Activities Committee.

The contests approved are listed under the following classifications: Agriculture, art, essay, examinations, forensic, home economics and industrial arts, scholarships, and miscellaneous.

The national activities approved are: Junior National Red Cross, Boys' Nation, Distributive Education Clubs of America, Future Business Leaders of America, Future Homemakers of America, Girls' Nation, Key Club International, National Association of Student Councils, National 4-H Club Camp, National 4-H Club Congress, National Scholastic Press Association, and New Homemakers of America.



Educational Legislation

Eighty-Third Congress, Second Session

by Arch K. Steiner, Research Assistant in School Legislation, Office of Education,
U. S. Department of Health, Education, and Welfare

EVERYBODY is affected by educational legislation. It is of particular interest to educators. The following digests of laws enacted during the Eighty-third Congress, Second Session, relate to public education primarily of national significance. Minor laws of secondary interest or local concern have been omitted. Enactments follow in chronological order. The date appearing after each public law number at the beginning of each topic is the date upon which the President signed the bill into law.

United States Air Force Academy Established

Public Law 325 (April 1, 1954) established in the Department of the Air Force a United States Air Force Academy for the instruction and preparation of Air Force Cadets. It provided for a 5-man commission to assist the Secretary in selecting a permanent location. It further authorized the Secretary to acquire lands, construct and equip temporary quarters, and do all preparatory work necessary in construction, equipment, and organization of the Academy.

Titles to Certain Public School Lands To Transfer to States

Public Law 340 (April 22, 1954) amended the act of January 25, 1927, "An Act confirming in States and Territories title to lands granted by the United States in the aid of common public schools," by adding a new provision in reference to certain mineral section lands which have not before been granted to the States concerned because the United States maintained a prior lease on them. States concerned will now become the lessors and any revenue will be allocated proportionately between the United States and the States in question on the basis of the amount of acreage owned by each.

Graduate Aeronautical Research Funds Increased

Public Law 352 (May 6, 1954) amended Section 6 of Public Law 472 (81st Cong.),

by increasing from \$50,000 to \$100,000 for each fiscal year the total sums which may be expended for graduate research in aeronautics by selected personnel of the National Advisory Committee for Aeronautics.

Benefits of Civil Air Patrol Act of May 1948 Enlarged

Public Law 368 (May 27, 1954) amended the first Section of the Civil Air Patrol Act of May 26, 1948, by authorizing the Defense Establishment to make available to the Civil Air Patrol through gift, loan, sale, or otherwise, greater services and newer and better equipment and supplies.

Pledge of Allegiance to the Flag of the United States Modified

Public Law 396 (June 14, 1954) amended the act pertaining to the pledge of allegiance to the flag of the United States of America by adding to the original pledge the additional words "under God." The pledge now is: *"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with Liberty and Justice for All."*

Columbia Institute for the Deaf Changed to Gallaudet College

Public Law 420 (June 18, 1954) amended the act of Congress of February 16, 1857, by providing that the Columbia Institute for the Deaf shall continue as a body corporate under the name of Gallaudet College. It also prescribed other powers pertaining to property rights and administrative matters.

Board of Fundamental Education Incorporated

Public Law 507 (July 19, 1954) created a body corporate with perpetual succession under the name of Board of Fundamental Education. The act named the persons incorporated under the name of the board and authorized the adoption of a constitution. It established objectives to "foster the development of fundamental education through programs and projects" and outlined administrative procedures in organization, policy, records, audit, reports to Congress, and other matters.

White House Conference on Education Authorized

Public Law 530 (July 26, 1954) authorized appropriations for a White House Con-



ference on Education to be held by the President in Washington before November 30, 1955. Membership of the Conference will represent educators and interested citizens throughout the Nation and consider "significant and pressing problems in the field of education." A report of the findings will be made to the President.

The act further authorized that \$1,000,000 be appropriated to assist States to bring together prior to the White House Conference "educators and interested citizens" to discuss educational problems in the States and recommend action to be taken at local, State, and Federal levels. It stipulated that funds to States be allocated on the basis of population and that no State will receive less than \$15,000 for its State conference.

This legislation authorized that such sums of money as Congress determines necessary be made available to the Commissioner of Education for each fiscal year ending June 30, 1955 and 1956, for the Federal administrative expenses in making available to the public the findings and recommendations of the Conference. (Public Law 663, approved August 26, 1954, amended the July 26 act by limiting the appropriation to \$700,000 for grants to States and established a minimum of \$5,000 to each State.)

Cooperative Research in Education Authorized

Public Law 531 (July 26, 1954) authorized the Commissioner of Education to enter into contract or jointly financed co-operative arrangements with universities, colleges, and State educational agencies for research, surveys, and demonstrations in the field of education. As a prerequisite to such contract the Commissioner must seek the advice and recommendations of educational research specialists on the soundness of such proposal. He must also report annually to the Congress, outlining services initiated under this act. Annual appropriations of such sums as Congress determines necessary to carry out the purposes of this act were authorized.

National Advisory Committee on Education Established

Public Law 532 (July 26, 1954) established in the Department of Health, Education, and Welfare a 9-member National Advisory Committee on Education to meet at least three times annually, initiate studies, and advise the Secretary on the conduct of studies and problems of national concern

in the field of education. Members are to be appointed without regard to Civil Service status, will not be in the service of the Federal Government at the time of appointment and will hold office for a term of 3 years. The Commissioner of Education will be an ex officio and nonvoting member.

The Secretary is required to outline studies initiated under this committee and transmit recommendations of the committee and Secretary to the Congress annually.

Vocational Rehabilitation Act Modified by Increased Scope and Improved Services

Public Law 565 (Aug. 3, 1954)—effective July 1, 1954) amended the Vocational Rehabilitation Act to extend and improve its services and make a more effective use of available Federal funds. A part of the appropriation is made available in the form of grants to States, public and other non-profit organizations and agencies to assist them in research, demonstrations, training, and other projects which may contribute toward the solution of vocational rehabilitation problems common to a number of States.

The law further requires the Secretary of Health, Education, and Welfare to study existing programs for teaching and training handicapped persons. She is to ascertain whether additional or supplementary programs or services are necessary in order to provide proper ameliorative and vocational training for handicapped persons and forward her report to the Congress not later than 6 months after the date of enactment with her recommendations for any changes she considers desirable.

John Marshall Bicentennial Month and Commission Established

Public Law 581 (Aug. 13, 1954) designated September 1955 as "John Marshall Bicentennial Month" in commemoration of the 200th anniversary of the birth of Chief Justice Marshall and requested the President to issue a proclamation calling upon agencies to observe the month with suitable ceremonies. It created a 19-member commission to supervise the observance of and prepare appropriate plans for the celebration by receiving and coordinating plans from the States.

Members are to serve without compensation for their services but may be reimbursed for expenses incurred.

Alexander Hamilton Bicentennial Commission Established

Public Law 601 (Aug. 20, 1954) established a 19-member commission to consider, coordinate, and prepare plans for the 200th anniversary of the birth of Alexander Hamilton. The Commission may communicate with other nations through the State Department in securing their participation. It will submit its plan of celebration to the Fine Arts Commission for approval and then report to the Congress by March 1, 1955. It provided for appropriation of a sum not exceeding \$10,000 to carry out the provisions of the act and stipulated that members will serve without compensation but may be reimbursed for expenses incurred.

Training and Education Benefits for Veterans Enlarged and Extended

Public Law 610 (Aug. 20, 1954) amended sections of the Veterans' Readjustment Assistance Act of 1952 by enlarging or extending certain education and training benefits to veterans as follows: By extending to 3 years (instead of 2) after separation from military service the time during which a veteran may initiate a program of training under this act; by extending to 8 years (instead of 7) after separation from service the expiration time of all education and training initiated under this act; and by extending to 13 years (instead of 9) the time a disabled veteran may initiate or complete a training program. This applies in the case of a veteran who otherwise is eligible but has been prevented from entering or completing training because of physical or mental conditions beyond his control. The act further amended the act of December 1, 1950, by extending vocational rehabilitation to a 9-year period of time for physical and mental reasons as described above.

National Fund for Medical Education Incorporated

Public Law 685 (Aug. 28, 1954) authorized the incorporation of the National Fund for Medical Education. It also authorized the completion of the organization of the corporation, established its purposes, designated its corporate powers, stipulated requirements for membership and voting, prescribed for its board of directors and officers, and set up other administrative procedures.

(Continued on page 79)



1



2

Guatemalan Educators Visit the United States

Observe Teaching Methods—Participate In Community Activities

by John W. Grissom, Assistant Chief, Teacher Training Section,
Division of International Education, Office of Education

GUATEMALA'S return to the family of free nations has been sudden, decisive, and enthusiastic, and the democratic spirit of this resurgence has inspired the educators of the country as much as any other element of society. A recent indication of this was the request of President Castillo Armas, of Guatemala, that 100 Guatemalan teachers receive special instruction in the philosophy and principles of education in the United States during their vacation period. The Foreign Operations Administration then asked the Office of Education, U. S. Department of Health, Education, and Welfare, to develop a brief, intensive program for this special group.

In view of the anticipated language problem of the Guatemalan teachers, the Office considered it advisable to utilize southwestern institutions of higher learning. Also, it was decided that the group should be divided into five sections so as not to tax the resources of any one institution, in view of the demands on staff in midsemester and the lack of suitable housing. Approximately two months was all that could be allowed for the project as the teachers had to return to Guatemala in time for their own school session.

A special program was developed at each cooperating institution, consisting of two basic seminars: teaching methods, and the preparation of and use of teaching materials; and the philosophy and principles of education in the United States. Attention was to be given to making practical adaptation of methods and materials to meet the needs of the local situation in Guatemala. These two seminars were to be supplemented by selected regular courses and by visits to schools, homes, rural projects, industrial installations, and community activities in the vicinity of the institutions.

The teachers arrived in Dallas on October 24, where they were met by staff members of the Office of Education, Foreign Operations Administration, and the universities concerned. A brief orientation program was held for them there. From Dallas the teachers were escorted to the following institutions: elementary teacher groups to the University of New Mexico and Arizona State Teachers College; secondary teacher groups to the Universities of Texas and Arizona; and a vocational teacher group to Oklahoma Agricultural and Mechanical College. Each institution received its group warmly and made them feel at home. For two months the Guatemalans were to experience school and community life of this country.

1. Elementary group detraining at Arizona State Teachers College.
2. G. D. McGrath, dean of education at Tempe, Arizona, greets teachers.
3. Discussion on teaching methods.
4. Three teachers compare notes on preparation of teaching aids.
5. Bolling Air Force Ceremonial Band presents the national anthems of the two countries.
6. Teachers at an American home.
7. Dr. del Valle presents record of national anthem to the Office. *l.* William Shamblin and John Grissom of the Office staff. *r.* Armando Dieguez, First Secretary of Guatemalan Embassy.
8. Off for a cultural adventure.
9. A native Indian dance of Guatemala.
10. Frederico Paiz, Deputy Secretary of Education; Jorge del Valle, Minister of Education for Guatemala; Oliver Caldwell, U. S. Assistant Commissioner for International Education; Ramon Burgos, Chief of Primary Education in Guatemala.
11. Athletics—North American style.
12. Group receives explanation on cultural background of Southwest.
13. Seminar lecture on teaching aids.

During this period, the teachers attended lectures on many topics pertaining to education, for example, "Survey of the Development of Secondary Education in the United States," "Integration of Secondary and Elementary Education," and "Student Participation in School Government." They saw many educational films and visited elementary and secondary schools, including Indian schools, which were of particular interest. All were received in a number of homes of American families and observed this fundamental element of our social structure. Special tours to outlying areas were arranged for the groups in order that they might also become acquainted with the natural beauty and resources of this country.

An effort was made to interpret each activity in relation to its historical and philosophical background. Adaptation and modification

(Continued on page 77)



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Report on Education in the United States—Part III

Continuation of a report presented at the 17th International Conference on Public Education, Geneva, Switzerland, by Wayne O. Reed, Assistant Commissioner for State and Local School Systems, Office of Education, U. S. Department of Health, Education, and Welfare

HIGH schools of the United States during the 1953-54 school year gave evidence of a strong revival of interest in providing more substantial and effective education for rapid learners—those students who rank in the upper 15 percent of their age groups in intellectual capacity.

Some stimulus for this interest was no doubt provided by an extensive study made of successful instructional provisions being used in 1,200 high schools with enrollments of 300 or more students each. Results of this research, conducted by the Office of Education, are being published. The report deals with administrative, guidance, and instructional provisions for both rapid and slow learners in junior, senior, and regular high schools.

School athletics was a field of significant action in 1953-54. The Educational Policies Commission concluded a 3-year study with a publication resulting—"School Athletics—Problems and Policies." The Commission stresses the need for increased sports opportunities for all boys and girls and sets forth recommendations.

Articulation between school and university is an ever important challenge in American education. At present four projects in this area are being sponsored through The Fund for the Advancement of Education, established by the Ford Foundation.

One of the most outstanding changes taking place in secondary education in the United States today is the incorporation of grades 7 and 8 into the junior high school segment of the secondary school program. The 8-4 plan seems definitely on the decline.

The chief growth in the number of students attending public day high schools has been due apparently to the increased "holding power" of the high schools.

Secondary education always needs the strongest possible holding power. It can be reported this year that between 1946 and the present, the holding power of high schools in the United States indicates an increase of around 17 percent. The United States Office of Education, recognizing the

seriousness of the high school "drop-out problem" called a national conference to study the whole matter and to mobilize State and local resources to find solutions. More recently a National Commission and 20 State Commissions have been established to continue activities along this line. In fact, eight national conferences have come together to mobilize specific action on the "drop-out" high school problem.

Resulting from all this, a cooperative study is under way between the Office of Education and 20 large cities and 11 state-wide groups to seek further for effective solutions.

The number of high schools with extremely large enrollments is decreasing in the United States. Latest complete figures show that those with more than 5,000 enrolled declined from 41 schools in 1938 to 5 in 1952.

VOCATIONAL EDUCATION

Approximately 3,000,000 persons were enrolled in vocational education programs during the school year. About one and two-thirds million adults were enrolled in vocational education programs of less than college grade.

Most vocational education, except in the large cities, is offered as part of the program of the comprehensive high school. The amount of vocational education offered for post-high school groups in community colleges has increased. New school buildings are including facilities for vocational education, and in 1953 a large number of new buildings for separate vocational schools were constructed. During the year some States built area vocational schools to serve students coming from several school districts.

The emphasis in preservice teacher education in vocational fields continues to be on providing students with supervised teaching experience in actual school situations—often away from the college campus. Many States are arranging for student teaching experience to include work with adults as well as with in-school groups. Student

teachers make home and farm visits, participate in community activities, and assist with such youth organizations as the Future Farmers and Future Homemakers of America.

HIGHER EDUCATION

Statistically, higher education gives the following current information concerning enrollments, degrees, and costs of education in that field:

Enrollments (estimated for 1953-54), 2,445,000

Degrees granted (1953), bachelors, 303,049; masters, 60,959; doctors, 8,307

Cost of current operations (latest 1951-52), \$2,500,000,000

Cost of capital outlay (latest 1951-52), \$409,080,075

Effective efforts are being made in the United States so that increasing numbers of capable but financially needy students may be provided assistance in attending higher institutions. Scholarships and fellowships are available in public as well as private institutions. Total funds of this nature have reached more than 41 million dollars. Some States have set up State scholarship programs. Public institutions sometimes provide such assistance by reducing tuition and fees to a low amount or remove these charges entirely.

While scholarships and fellowships are offered on a nationwide basis by such Federal agencies as the Atomic Energy Commission, the National Science Foundation, Public Health Service of the Department of Health, Education, and Welfare, and by the Department of Defense to prospective military officers, the most far-reaching nationwide program of financial assistance to students is that of the Veterans Administration. Full cost of education is provided for disabled veterans of World War II and of the recent fighting in Korea. Veterans choose their own institutions and courses of study.

A phenomenal development in the financing of higher education which has taken place in the United States during the past 2

years has been the organization of a single foundation by the private colleges of a State for the purpose of jointly soliciting funds from corporations and individuals. Such foundations are now organized in 31 of the States. The corporations likewise have formed a Council for Financial Aid to Education, Inc. While all this pertains to the private higher institutions in the United States, it needs to be borne in mind that these private institutions do represent two-thirds of the total.

Coordination of higher education is largely accomplished through professional membership associations and a variety of self-regulatory bodies known as accrediting associations. The respective States are increasing their coordinating efforts through State boards of control, but there is no one pattern for these boards.

The problem of providing balance in professional curriculum between professional subjects and general educational subjects has long concerned educators in the professions. Certain professions, including particularly engineering and pharmacy, have been alert to the need for an education that will enable these professional persons to live satisfactory lives as citizens as well as perform effectively as professional men and women. Considerable attention is being given to the imbalance in curricular problems, and it appears that nothing short of rather drastic curricular revision and perhaps reorganization of courses and methods of instruction will be necessary in order to create a much larger place for the social sciences and the humanities than they now occupy.

INTERNATIONAL EDUCATION

During the 1953-54 school year, the United States continued its exchange of teachers, of trainees, of leaders, and of technical persons with many other countries. The exchange program for the year involved 977 persons from 61 countries. The Office of Education administers this particular program for the Department of State.

Cooperating with the Foreign Operations Administration of the United States Government, the Office of Education arranged assistance this year for more than 500 teachers and trainees from 32 countries; it recruited teachers for 31 overseas missions providing the necessary educational and technical assistance to these missions. Fifty-six technicians were added during the

4-month period alone, from January 1 to May 1, 1954.

Approximately 2,300 foreign credentials of students were evaluated during the year by the Office of Education for universities throughout the country. Of the 2,300 credentials, more than 1,100 were from European countries; around 900, from Near and Far Eastern countries; and more than 300, from Latin American countries.

In addition to these services the Office of Education has established through its clearinghouse functions, a permanent file of all persons entering and leaving the United States under the various Federal Government sponsored exchange programs such as the Fulbright Act, the Smith-Mundt, and others. Including individual grantees under the Foreign Operations Administration program also, this file lists some 15,000 individuals by name and on punch cards.

To date, some 50 different statistical studies have been prepared giving data concerning numbers and types of persons entering and leaving about 76 different countries, the different States, and institutions being visited in this country, and the various fields of specialization and occupations represented.

AUXILIARY AND OTHER SERVICES

Libraries

Although in the United States public libraries are locally operated by their respective cities, towns, counties, and some school districts, they are important educational factors throughout the Nation. Recent statistics show that there are now some 7,400 public library systems in the United States, and that they have nearly 150,000,000 volumes available for their communities.

Among points noted in a current study of school libraries may be mentioned:

An almost unanimous adoption by the respective State departments of education of library standards or recommendations for secondary schools and widespread extension of standards to elementary schools.

An increased emphasis on functions and services of the library in contrast to former emphasis on quantitative requirements.

Trends toward giving opportunity to assist in administration and selection of materials to pupils and having faculty committees share responsibility with the librarian for policy making and library improvements.

Exceptional Children

Within a 5-year period local public school systems reported an increase from some 330,000 to nearly 500,000 exceptional children in special classes in schools throughout the United States. The Office of Education in collaboration with the departments of education in the various States just recently completed a study concerned with "State Certification Requirements for Teachers of Exceptional Children," and "College and University Programs for the Preparation of Teachers for Exceptional Children."

Educational TV

In the field of television, although 242 channels were set aside exclusively for the use of education and made permanent in 1953, nine more station areas have been already added by the Federal Communications Commission, bringing the total today to 251.

More than 100 universities and 79 school systems of the United States are putting TV programs on the air. More than half of all the programs originating from the schools are to show the public what is going on in their schools, but there is a trend in school programming toward a close tie-up with the curriculum.

IN CONCLUSION

The 1953-54 school year brought forth new and renewed emphasis on the great importance of increasing citizen interest in educational problems and their best solutions, in communities throughout the country.

New and renewed interest has also been focused upon preparing for the rapidly growing numbers of children who are making our school population soar to new highs each year with an outlook of possibly some 45,000,000 enrolled in all levels of education by 1960. By way of comparison, in 1945, a low point, there were but approximately 26,000,000 enrolled; and this year, an estimated 37,000,000 in all levels.

Continuing widespread public interest in international affairs constantly emphasizes the need for the schools to give adequate attention to the teaching and encouraging of increased understanding of the peoples of other countries. From the elementary schools and on through the secondary schools and colleges, efforts to meet this need are increasingly being reflected in the curriculum and in many out-of-school activities.



Robert Ambrose, senior at Northwestern High School, Prince Georges County, Md., who won first place in the Eighth Annual Science Fair, Washington, D. C., for his project on increasing protein content of algae.



Alan Haught, now attending Amherst University, and winner of the \$2,800 top scholarship award in the Twelfth Science Talent Search conducted by Science Service for the Westinghouse Education Foundation. Then a senior at Bethesda Chevy Chase High School, Montgomery County, Md., Alan won first place in the Eighth Annual Science Fair, Washington, D. C., for his project on spectrographic analysis of catalytic reactions.

THE need for more scientists in all fields of specialization; coupled with the need for a better understanding and more appreciation of the total aspects of science by the lay public, is receiving active attention from the Nation's scientists and educators.

Institutions of higher education, industry, agriculture, research foundations, and government need more men and women who have interest, education, and experience in science. Scientists should not have to be imported. A problem exists which must be approached realistically for solution.

Primarily, the problem is one of education. Basically, the need can be met by elementary and secondary teachers and students being given opportunity, recognition, and compensation. A wholesome stimulation of interest in acquiring a knowledge of science, including mathematics, must be furnished not only to this country's pupils and teachers but to the entire general pub-

SCIENCE FAIRS STIMULATE SCIENCE EDUCATION

by Dewey E. Large, Science Fair Representative, Oak Ridge Institute of Nuclear Studies, Oak Ridge, Tenn.

lic. Opportunities for discovering and encouraging talent in all the fields of science are absolutely necessary in order that adequate numbers of scientists and teachers may be made continuously available to meet the country's increasing requirements.

One of the relatively new programs of activity in science education concerns the medium of more and improved science fairs. A science fair is a collection of exhibits, each of which is designed to show a biological, a chemical, an engineering, a mathematical, or physical principle; a laboratory or other procedure; or an industrial development. It is a means whereby potential scientists may be sought out among our American youth and encouraged, to a great degree, to select a science career and obtain advanced training.

The science fair provides opportunities for all participants and observers to advance their knowledge and appreciation of science and of those people connected with its applications and improvement. Most educators concerned with public, private, and parochial schools recognize science fairs as being of utmost importance in educational stimulation.

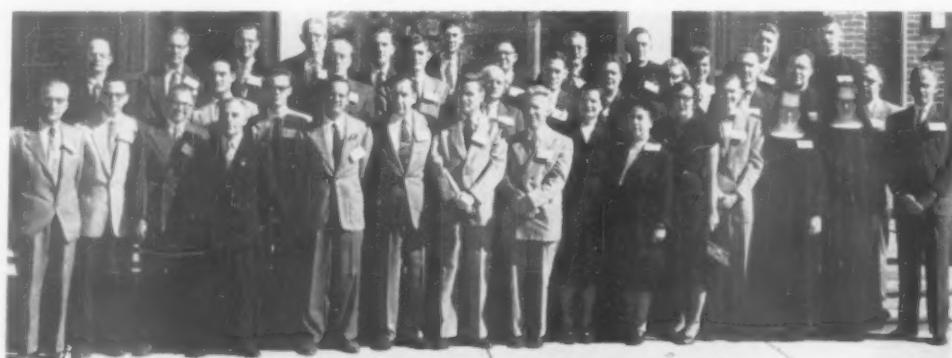
Exhibits for a science fair should be designed and made by elementary and secondary students, with interested teachers providing inspiration, information, and guidance. Many other people will be involved in the fair activity, thus making it a highly desired overall educational accomplishment.

In the interest of carrying out this program successfully, many educational institutions and State academies of science in the South are cooperating with the Oak Ridge Institute of Nuclear Studies in encouraging the institution of more and improved science fairs. The Institute is a nonprofit educational corporation owned by 32 cooperating universities located in 13 southern States and Puerto Rico, and is operated at Oak Ridge, Tennessee, under contract with the United States Atomic Energy Commission.

For several years, the Institute has served as a special training organization, research institution, and academic liaison agency for disseminating education directly related to atomic energy. This new education endeavor is concerned with all branches of the pure physical and biological sciences in all their related and applied aspects.

In undertaking to help educational institutions meet the challenging problem of advancing science, the Institute has offered its facilities to promote local and regional science fairs. Currently, concentration is upon the execution of a series of Science Fair Work Conferences designed to stimulate interest in science through these fairs.

The conferees are people representing elementary and secondary school teachers, educational administrators, instructional supervisors, institutions of higher education, communication media, State departments of education, industrial organizations, and academies of science.



Alabama delegates attend regional science fair conference, University of Mississippi, November 12-13, 1954.

The purpose of the conferences is to provide inspiration and instruction in organizing, administering, and coordinating science fairs. This is done with the expectation of the science fair's becoming a common activity as an educational tool in the advancement of science and mathematics.

On October 15 and 16, 1954, a Regional Science Fair Work Conference for the States of North Carolina, South Carolina, and Virginia was held at the University of North Carolina in cooperation with the North Carolina State Department of Education and the North Carolina Academy of Science. On November 5 and 6, 1954, a Regional Science Fair Week Conference was held at the University of Georgia in cooperation with the Georgia Academy of Science for a region composed of parts of Alabama, Georgia, Florida, South Carolina, and Tennessee. On November 12 and 13, 1954, a Regional Science Fair Work Conference was held at the University of Mississippi for a region made up of parts of Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee in cooperation with the State departments of education and the academies of science of all those States.

More than 600 professional people were involved in these conferences. The creation of many new science fairs and the improvement of others already in existence are expected as a result of these conferences.

In addition to the foregoing, several dis-



For his project on an advanced photographic study of emission nebulae in hydrogen-alpha light, Philip Lichtman, senior at Woodrow Wilson High School, Washington, D. C., won first place in the Eighth Annual Science Fair, Washington, D. C. He also won first place at the Fifth Annual National Science Fair held at Purdue University, in May 1954.



First-place award in the field of health at the Eighth Annual Science Fair, Washington, D. C., was won by Betsey Johnson, then a senior at Bethesda-Cherry Chase High School, Bethesda, Md. Her exhibit on insulin and epilepsy represented the Washington Fair at Purdue University.

trict and education system conferences have been held, especially in the States of Florida, Georgia, North Carolina, Tennessee, and West Virginia. State Science Fair Work Conferences are now being planned for the States of Florida and Texas. These are to be held along the same lines as those previously mentioned.

In carrying out conference followup work, the Institute endeavors to provide only a minimum of personal assistance, preferring that the bulk of this work be accomplished by those persons directly involved in handling the local fair. On the other hand, a maximum amount of encouragement is provided by supplying inspirational and instructional aids and materials for organizing and executing local and regional science fairs.

Photographs courtesy Washington Science Fair Committee, S. B. Detwiler, Washington Chemical Society.

DEPARTMENT OF SCIENCE EDUCATION PUBLICATIONS

Education for the Talented in Mathematics and Science. Bulletin 1952, No. 15. 15c.

Science Facilities for Secondary Schools. Miscellaneous Bulletin No. 17, 1952. 25c.

The Teaching of General Biology in the Public High Schools of the United States. Bulletin 1952, No. 9. 25c.

The Teaching of Science in Public High Schools. Miscellaneous Bulletin No. 17, 1952. 25c.

Order these publications from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. (Enclose check or money order.)

Guatemalan Teachers

(Continued from page 73)

tion were emphasized in the hope of preventing the complete acceptance of ideas and techniques which might prove inappropriate for conditions in Guatemala.

On December 11, all of the teachers were reunited in Washington, D. C., for visits in the Capital City and for final discussions and a sharing of experiences with each other and with staff members of the Office of Education and FOA. This last week included a tour of Mount Vernon, Arlington National Cemetery, the Capitol, and other places of interest in the area.

In addition to the cultural activities, the Office arranged a special ceremony in honor of the teachers. Jorge del Valle Matheu, the Guatemalan Minister of Education, who had recently arrived in this country, and Oliver J. Caldwell, the Office's Assistant Commissioner for International Education, spoke on behalf of their countries about education and the need for fostering mutual understanding. Two of the Guatemalan group, the Under Secretary for Education and the Chief of Elementary Education, spoke for the teachers in appreciation of the opportunity to become better acquainted with the people of the United States and their educational system.

The Guatemalan teachers then presented a program of national songs, dances, and literature which was very colorful and entertaining.

It was during the discussions with subject specialists of the Office that the teachers indicated the real success of the project. They expressed particular interest in our school-community-family relationship, student government, and the variety of subjects available to students. Our care of handicapped children and our adult education program stimulated numerous questions, as did our emphasis on extracurricular activities.

It is believed that the Guatemalan teachers will make a real contribution to better teaching and better citizenship in their country. This highly successful cooperative educational enterprise is one of many related projects involving visits to the United States by educators from some 40 nations. The enthusiastic interest and support of these programs indicate the increasing importance of education in contemporary world affairs.

State Conferences

(Continued from page 66)

Maryland

THOMAS G. PULLEN, JR., *State Superintendent of Schools.*

Massachusetts

JOHN J. DESMOND, JR., *State Commissioner of Education.*

Michigan

CHARLES S. MOTT, *Director, General Motors Corp., Flint, Mich.*

Minnesota

DR. MYRON CLARK, *Chairman, Commissioner of Agriculture.*

Mississippi

J. M. TUBB, *State Superintendent of Public Instruction.*

Missouri

HUBERT WHEELER, *State Commissioner of Education.*

Montana

RUSS B. HART, *Chairman, Pilot Committee.*

Nebraska

MRS. A. E. HANNEMAN, *Past President, Nebraska Congress of Parents and Teachers.*

Nevada

M. E. LUNDBERG, *Pres. and General Manager, Elko and Lamville Power Co., Elko, Nev.*

New Hampshire

AUSTIN J. McCAFFREY, *State Commissioner of Education.*

New Jersey

F. M. RAUBINGER, *State Commissioner of Education.*

New York

KENNETH C. ROYALL, *Former Secretary of War.*

North Carolina

CHARLES F. CARROLL, *State Superintendent of Public Instruction.*

North Dakota

MRS. HAROLD BELCHER, *Pres., North Dakota Council on Education, Fessenden.*

Pennsylvania

JOHN LUMLEY, *Deputy State Superintendent of Public Instruction.*

Rhode Island

MICHAEL WALSH, *Commissioner of Education.*

South Carolina

JESSE T. ANDERSON, *State Superintendent of Education.*

South Dakota

RUSSELL B. CREAMER, *Secretary, State Board of Education.*

Tennessee

DR. A. D. HOLT, *President, University of Tennessee.*

Vermont

NORTON BARBER, *Vermont Council on Public Education.*

Virginia

DOWELL J. HOWARD, *State Superintendent of Public Instruction.*

Washington

DR. HENRY SCHMITZ, *President, University of Washington.*

West Virginia

W. W. TRENT, *State Superintendent of Free Schools.*

Wisconsin

N. E. MASTERSON, *Hardware-Mutuals, Stevens Pt.*

Wyoming

MRS. FRED D. BOICE, *Chairman, Wyoming Citizens Committee.*

District of Columbia

ROBERT V. FLEMING, *President, Riggs National Bank.*

Territory of Hawaii

ROBERT CRAIG, *Business Consultant, Honolulu.*

The affirmative action of the States in responding to President Eisenhower's appeal for cooperation reflects the nationwide awareness of the urgency of our educational problems. The President again stressed his concern in his State-of-the-Union Message January 6. He said:

"... Today, we face grave educational problems. Effective and up-to-date analyses of these problems and their solutions are being carried forward through the individual State conferences and the White House Conference to be completed this year. . . ."

In his February 8 message to the Congress proposing ways to meet the Nation's classroom shortage, the President again referred to the State and White House conferences and the "long-range solutions" for the problems of American education which will grow out of them.

The success of the White House Conference on Education will depend in large part on the results of the State conferences. Their surveys and recommendations will help influence the nature of the discussions at the National Conference. Ultimately these findings will play an important role in the considerations of the Presidential Committee as it prepares its report to the President.

Polio Vaccine Program

(Continued from page 67)

varying times following April 1, 1955. For example, if the vaccine is not licensed until May 9 and schools in a particular section close on the 1st of June, some arrangement would have to be made for the children to receive their third "shot" outside of the usual school time.

What are the schools going to be asked to do this time?

Plans will vary from State to State and for sections within the State depending upon local conditions and available resources. Educational leaders on the State level will be asked to cooperate in developing the overall plan or plans. Local administrators and teachers will be asked to contribute to the plans, to assist in having the children available for efficient administration of the inoculations, and to make the most of all opportunities for enriching the educational experience of children and parents.

No extensive nationwide evaluation of the 1955 vaccine program is contemplated. From the national standpoint, no involved record-keeping will be required and it is hoped that administrative procedures for giving the vaccine will be as simple as possible. Some States may be in a position to conduct a follow-up study of their own, but this will be determined by each State individually.

School administrators and teachers may wish to keep in mind such matters as the following:

1. Helping children and parents understand the results of the evaluative study when made public—bases of evaluation, degree of effectiveness, who may be considered immunized and for how long, and the like.

2. Helping children and parents understand how the limited supply of vaccine available in 1955 (if licensed) can be used most effectively, based upon the incidence of polio in the various age groups and the accessibility of the individuals or groups for immunization; encouraging parents to cooperate in having children vaccinated where vaccine is available, yet to refrain from making demands upon public health authorities or private physicians that cannot be met.

3. Coordinating the polio vaccine program with ongoing school health services by considering vaccination for polio as part of the total immunization program, by using existing health records, wherever feasible, and by other means.

4. Preparing children for the inoculations in advance so that they will understand the purpose and value, will cooperate, and will be relieved of fears and apprehensions.

5. Capitalizing upon the interest created by the vaccine program for effective health teaching relating to many concepts (on the appropriate level of maturity) of which the following are but a few examples: disease transmission; viruses; types of immunizing agents and the way the body uses each; difference between polio vaccine and gamma-globulin; intelligent use of morbidity (incidence of illness) and mortality statistics; values of keeping health records and health histories (including continuous, accurate, up-to-date information on all family members); services of public and voluntary health agencies; cooperation among these agencies and private physicians; contributions of research to healthful living and medical care; relation of polio prevention to general health practices.

Will the National Foundation for Infantile Paralysis continue to provide vaccine?

No. The 1955 vaccine program has been initiated by the National Foundation for Infantile Paralysis for the purpose of making possible the early and widespread application of a newly established preventive measure against paralytic poliomyelitis. After completion of this program, the National Foundation for Infantile Paralysis will not participate in the production, distribution or administration of polio vaccine.

Suppose the results of the 1954 vaccine trials do not justify licensure?

In this unhappy eventuality, plans for the 1955 polio vaccine program would be canceled and we would all work together anew to find additional information and ultimately to conquer poliomyelitis. The knowledge gained from that great cooperative endeavor, the 1954 vaccine trials, will take us one step further toward this objective. The time and energy spent in planning for vaccination of children in 1955 will be written off as a service that we could ill afford to be unprepared to render.

The following references may be useful to those desiring additional or related information:

Miller, Marion V., Pupils Pioneer Against Polio, SCHOOL LIFE, Vol. 37, No. 1, October 1954.

Schneider, Elsa, and Simon A. McNeely, Teachers Contribute to Child Health, U. S. Office of Education Bulletin 1951, No. 8, Price 20 cents. Available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Health Education Guides and informational materials available from State and local Departments of Education and Departments of Health.

National Foundation for Infantile Paralysis materials incident to State plans available through State health officers. Other related materials obtainable from local chapters of the Foundation.

U. S. Department of Health, Education, and Welfare (Children's Bureau, and Public Health Service). Write for lists of publications.

American Association for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington 25, D. C.

Bureau of Health Education, American Medical Association, 535 N. Dearborn St., Chicago 10, Ill.

plans for the 1956 celebration of the one hundredth anniversary of the birth of Woodrow Wilson. The commission is authorized to employ the services of such employees as are necessary, to accept donations, report to Congress, and dispose of property remaining after the celebration or turn it over to the Secretary of the Interior for use of the National Park Service. Appropriation of not to exceed \$10,000 is provided for travel and other expenses of the commission.

Klamath Indian Reservation Public School Facilities Construction Provided

Public Law 716 (Aug. 30, 1954) authorized an appropriation of \$206,830 to the Secretary of the Interior for constructing and equipping new public elementary school facilities on the Klamath Indian Reservation at Chiloquin, Oregon. The law specified that the following conditions must be met: 40 percent of the cost must be contributed by Klamath County School District; facilities must be available to all Indian children of the district; cost of plans for construction must be a part of State or local responsibility; construction must have local supervision; and payment for construction completed must be paid in monthly installments.

New England Board of Higher Education Compact Authorized

Public Law 719 (Aug. 30, 1954) gave consent of the Congress to any two or more of the States of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont to enter into a prescribed compact and agreement relative to higher education under the name of New England Board of Higher Education with certain requirements as follows:

It established the purpose of providing greater educational opportunities and services through a coordinated program in various fields of education; determined factors of administration as to officers, meetings, seal, voting, quorum, record keeping, and restrictions; designated powers of board; provided for raising of funds on per capita population basis; empowered the board to receive gifts and administer property; declared the validity of any remaining part of a contract in the event any part is declared unconstitutional; made the compact binding until properly rescinded; and provided for penalties and restoration to membership in good standing in event of default of a member State.

Educational Legislation

(Continued from page 71)

Educational Institutions Required To Provide Bond for the Use of United States Property by Reserve Officers Training Corps Units

Public Law 688 (Aug. 28, 1954) amended Section 47 of the National Defense Act, as amended (10 U. S. Code 389), by making it mandatory that the Secretary of the Army or Air Force require bond or other indemnity of not less than \$5,000 for the care and safekeeping of Government property issued to an educational institution. This does not apply to items of uniforms, expendable articles, and supplies for operation, maintenance, or instruction.

Woodrow Wilson Centennial Commission Established

Public Law 705 (Aug. 30, 1954) established the Woodrow Wilson Centennial Celebration Commission, consisting of 12 members, to develop and execute suitable

